MORAL PSYCHOLOGY

PSYC 377   FALL 2022

Tu/Th 1:20-2:50 pm OLRI 370

Course website: https://moodle.macalester.edu/course/view.php?id=1289

Instructor: Steve Guglielmo (he/him/his):   sgugliel@macalester.edu

Office: OLRI 327 (phone: 696-6112)   Office hours: Tue 3-4 and Wed 9-10 (and by appointment)

COURSE OVERVIEW AND GOALS

Hello and welcome to Moral Psychology! I'm excited to have you in class this semester.

This course will explore fundamental questions of moral psychology. Which kinds of behaviors do we view as immoral? How are moral judgments shaped by intuition, emotion, and reasoning? Is climate change a moral issue? What are the developmental and evolutionary origins of moral judgments? When and why do we blame others? How do we make inferences about others' moral character? In this course, we will gain insight into these topics, considering perspectives from social, developmental, evolutionary, and political psychology.

Readings for the course consist of primary literature (theoretical and empirical journal articles), which are available on Moodle. The set of readings for each week includes at least three articles (and usually more), typically totaling 40-60 pages. The course will include some lecture, but will primarily be discussion-based.

I have designed the structure and assignments of this course to meet several goals:

- To build your skills in examining moral behavior — and social behavior, more generally — from a social scientific perspective. This includes identifying research hypotheses, understanding the relationship between hypotheses and empirical data, considering alternative explanations, and connecting theories to applied or real-world patterns of behavior.

- To give you a space to engage deeply with course material, to discuss and defend your ideas, and to respectfully critique and debate others' ideas.

- To help you become a more effective argumentative writer. This includes learning how to read and understand primary scientific literature, to construct arguments that relate to prior literature, and to communicate your ideas to different audiences.

- To build your skills in communicating your ideas in different modes (online forums, verbal presentations) and in different formats or degrees of formality (personal reflection, scientific writing).

STRUCTURE OF CLASSES

This is a discussion-based class, so prepare to do lots of discussing! To give you a chance to discuss the material in different ways, we'll have a mix of small-group and whole-class discussion time. Tuesdays will often include some amount of lecture, in addition to discussion. Thursdays will typically be entirely discussion-based days.

Each of you will facilitate the discussion (along with a partner) once during the semester. Typically, these student-led presentations will take place on Thursdays.

FLEXIBILITY TOKENS AND COVID POLICIES

I know that life sometimes interferes with deadlines, so I provide you with five "flexibility tokens" that allow you to miss some deadlines without penalty. Each token allows you a 48-hour extension on an assignment due date, and you can use a token for any reason at all. Please tell me **that** you're using a token, but you **don't need to tell me why** you're using it. You may use more than one token for a given assignment, but I urge you to try not to do this. For example, you may submit each of five assignments 48-hours late OR you may submit three assignments 48-hours late and one assignment 96 hours late. In each example, your five tokens would cover the late deadlines, and you would not lose any points for lateness. If your tokens are all gone and you need additional extensions, please reach out and I will do my best to help. **Note: you may not use flexibility tokens to get an extension on your class facilitation, your research presentation, or your final paper.**

We will undoubtedly continue to face challenges, stressors, and uncertainty due to Covid-19 this semester. Even more so than usual, I expect all of us to treat each other with grace and understanding. I will extend as much flexibility and accommodation as I can to each of you, and I ask that you do the same to me.

If you feel sick or have any Covid symptoms, stay home. If you have a Health & Wellness appointment that conflicts with class, go to your appointment. I will not penalize you in any way for missing class for any Covid-related reason (feeling sick, having a health and wellness appointment, needing to quarantine, etc.).

If you are unable to come to class but are still feeling well enough to Zoom in, I'll ask you to do so.

If you become ill and this impacts your ability to submit your work on time, I will work with you to come up with a new deadline. Please be mindful of the fact that it might take me much longer to give you grades/feedback on any work that is submitted late.

You must be in touch with me in advance of any Covid-related absence or any extension you need for a Covid-related reason. I am more than willing to be flexible, but I need to know about your circumstances prior to missing any classes/deadlines.

It's also possible that I'll get sick and won't be able to come to class at some point during the semester. If that ends up being the case, we'll hold our class meetings via Zoom.

ASSIGNMENTS AND EVALUATIONS

Reading Responses and Participation (40%)

You will submit a two-part reading response each week: an initial reading response at the beginning of the week, plus a follow-up response at the end of the week.

Initial responses should be 400+ words and are due each Monday, beginning Monday 9/5 (focusing on the readings for the week of 9/5). Enter/paste your text directly into Moodle; don't upload a separate file. Your responses must address at least two readings. It's often helpful to include a small amount of summary, which can help contextualize your response; but summarizing is not your primary goal here. Rather, your goal is to discuss merits and critiques of the work (e.g., regarding methodology, interpretations, claims, etc.), synthesize ideas/claims across multiple readings, offer fruitful future research ideas or questions, discuss practical applications of the research, etc.

Follow-up responses should be 300+ words and are due each Friday, beginning Friday 9/9. Here you can focus on topics that came up during the week's discussions, other ideas you've had since your initial response, articles you didn't get to focus on in your initial response, etc.

No reading response is required for the week you lead the discussion, and you may skip a reading response in one other week of your choosing. During the weeks of 10/20 and 11/24 (the weeks of Fall Break and Thanksgiving Break), you'll submit an initial reading response, but you don't need to submit a follow-up response.

The reading responses will constitute 25% of your grade for the course, and in-class participation will constitute another 15%.

> Post initial 400+ word reading response to coming week's Moodle forum by 8 PM every Monday;
> Post 300+ word follow-up response (as a reply to your initial reading response) by 8 PM every Friday

Class Presentation and Discussion Facilitation (10%)

Once during the semester, you and a partner will present to the class and facilitate the discussion. The format for doing so is flexible. Possible options include: (a) identifying the major themes from the reading responses and organizing the discussion accordingly; (b) synthesizing the claims from the set of readings; (c) posing questions regarding interpretations of data/theory, or how data/theory might relate to other questions; (d) having the class participate in an activity or debate related to the week's topic. These options are not mutually exclusive — you will likely want to implement several of them in your presentation and discussion leading (or choose other options). In addition, your presentation must incorporate one or two additional articles beyond those on the reading list. You must meet with me at least one week in advance to discuss your articles and plans for your presentation.

Climate Change Reflection (15%) — due Mon 10/10 by 8 PM

For this assignment, you will record some aspect of your own climate change-relevant behavior — regarding food consumption, energy usage, transportation, etc., or some combination thereof — over the course of two weeks. Then, after we have together explored the philosophical and psychological literature on morality and climate change, you will submit a reflection paper that summarizes your behavior, considers the psychological factors motivating or hindering this behavior, and identifies possible strategies for modifying your future behavior.

Research Paper, Peer Review, and Presentation (35%)

You will write a 10-12 page research paper on a topic of your choice within the field of moral psychology. The paper should be should be formatted in APA style (with 1" margins and 12-point double-spaced font; title page and references are excluded from page count). Your paper may take one of two approaches: (1) a Research Review, in which you review and synthesize research and defend a thesis based on this research; (2) a Research Proposal, in which you propose a study (or studies) that would extend the research on your topic, and you describe your predicted results and their implications. Additional details regarding this assignment will be provided in class.

As part of this assignment, you will also engage in a peer review process, providing feedback to two of your peers (consequently, you will receive feedback from two peers). This serves to improve your own and your peers' writing and to familiarize you with the peer-review process, which is a central part of scientific writing.

On Tue 12/6 or Thu 12/8, you will give a brief (5-7 minute) presentation of your research project, plus by a 5-minute Q&A. This is an opportunity to practice your presentation skills, to share the insights from your project, and to get additional feedback to incorporate into your final paper. We will discuss this assignment in more detail in class.

Together, your research paper, peer review feedback, and presentation will constitute 35% of your grade for the course (25% for your final paper, 5% for the peer review feedback, and 5% for your presentation).

> Due dates:
> Topic (Fri 10/14), Annotated Bibliography (Wed 10/26), Draft (Mon 11/21),
> Peer review (Wed 11/30), Presentations (Tue 12/6 and Thu 12/8), Final paper (Wed 12/14)

Topics, Readings, and Assignments

Note: I recommend that you read each week's set of articles in the order I have listed them

* indicates a student-led presentation for that topic/week

Week of 9/5 (week 2): Moral Conviction and Moral Concern

Skitka, L. J. (2010). The psychology of moral conviction. *Social and Personality Psychology Compass, 4*, 267-281.

Skitka, L. J., Hanson, B. E., Washburn, A. N., & Mueller, A. B. (2018). Moral and religious convictions: Are they the same or different things? *PloS one, 13(6)*, e0199311.

Waytz, A., Iyer, R., Young, L., Haidt, J., & Graham, J. (2019). Ideological differences in the expanse of the moral circle. *Nature Communications, 10*, 1-12.

Week of 9/12 (week 3): Moral Domains and Politics

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology, 96*, 1029-1046.

Schein, C. & Gray, K. (2015). The unifying moral dyad: Liberals and conservatives share the same harm-based moral template. *Personality and Social Psychology Bulletin, 41*, 1147-1163.

Wright, J. C. & Baril, G. (2011). The role of cognitive resources in determining our moral intuitions: Are we all liberals at heart? *Journal of Experimental Social Psychology, 47*, 1007-1012.

Hatemi, P. K., Crabtree, C., & Smith, K. B. (2019). Ideology justifies morality: Political beliefs predict moral foundations. *American Journal of Political Science, 63*, 788-806.

Van Boven, L., Ramos, J., Montal-Rosenberg, R., Kogut, T., Sherman, D. K., & Slovic, P. (2019). It depends: Partisan evaluation of conditional probability importance. *Cognition, 188*, 51–63.

Week of 9/19 (week 4): Intuitionism and Emotion

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review, 108*, 814-834.

Guglielmo, S. (2018). Unfounded dumbfounding: How harm and purity undermine evidence for moral dumbfounding. *Cognition, 170*, 334-337.

Ask, K. & Pina, A. (2011). On being angry and punitive: How anger alters perception of criminal intent. *Social Psychological and Personality Science, 2*, 494-499.

Landy, J. F. & Goodwin, G. P. (2015). Does incidental disgust amplify moral judgment? A meta-analytic review of experimental evidence. *Perspectives on Psychological Science, 10*, 518-536.

*Week of 9/26 (week 5): Dual Processes

Greene, J. D., Sommerville, R. B., Nystrom, L. E., Darley, J. M., & Cohen, J. D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science, 293*, 2105-2108.

Koenigs, M., Young, L., Adolphs, R., Tranel, D., Cushman, F., Hauser, M., & Damasio, A. (2007). Damage to the prefrontal cortex increases utilitarian moral judgements. *Nature, 446*, 908-911.

Gleichgerrcht, E., & Young, L. (2013). Low levels of empathic concern predict utilitarian moral judgment. *PLoS One, 8*, e60418.

Hannikainen, I. R., Machery, E., & Cushman, F. A. (2018). Is utilitarian sacrifice becoming more morally permissible? *Cognition, 170*, 95-101.

*Week of 10/3 (week 6): Climate Change

Markowitz, E. M. & Shariff, A. F. (2012). Climate change and moral judgement. *Nature Climate Change, 2*, 243-247.

Gifford, R. (2011). The dragons of inaction: Psychological barriers that limit climate change mitigation and adaptation. *American Psychologist, 66*, 290-302.

Gardiner, S. M. (2010). Ethics and climate change: an introduction. *Wiley Interdisciplinary Reviews: Climate Change,)*, 54-66.

Atkinson, Q. D., & Jacquet, J. (2022). Challenging the idea that humans are not designed to solve climate change. *Perspectives on Psychological Science, 17*, 619-630.

*Week of 10/10 (week 7): Outcomes, Mental States, and Accountability

Cushman, F., Dreber, A., Wang, Y., & Costa, J. (2009). Accidental outcomes guide punishment in a "trembling hand" game. *PLoS One, 4*, e6699.

Feinberg, M., Fang, R., Liu, S., & Peng, K. (2019). A world of blame to go around: cross-cultural determinants of responsibility and punishment judgments. *Personality and Social Psychology Bulletin, 45*, 634-651.

Hirschfeld-Kroen, J. et al. (2021). When my wrongs are worse than yours: Behavioral and neural asymmetries in first-person and third-person perspectives of accidental harms. *Journal of Experimental Social Psychology, 94*.

> ** Climate Change Reflection due Monday 10/10 by 8 PM**
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> Upload .docx to Moodle. Please name file: Lastname_Reflection.docx

> ** Research Topic paragraph due Friday 10/14 by 8 PM**
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> Email me a paragraph w/ description of topic you want to examine in your research paper

Week of 10/17 (week 8): Blame and Outrage

Malle, B. F., Guglielmo, S., & Monroe, A. E. (2014). A theory of blame. *Psychological Inquiry, 25*, 147-186.

Malle, B. F., Guglielmo, S., Voiklis, J., & Monroe, A. E. (2022). Cognitive blame is socially shaped. *Current Directions in Psychological Science*.

Crockett, M. J. (2017). Moral outrage in the digital age. *Nature Human Behaviour, 1*, 769-771.

**** No class on Thu 10/20 (Fall Break) — no follow-up reading response required this week ****

*Week of 10/24 (week 9): Moral Licensing and Hypocrisy

Merritt, A. C., Effron, D. A., & Monin, B. (2010). Moral self-licensing: When being good frees us to be bad. *Social and Personality Psychology Compass, 4/5*, 344-357.

Tiefenbeck, V., Staake, T., Roth, K., & Sachs, O. (2013). For better or for worse? Empirical evidence of moral licensing in a behavioral energy conservation campaign. *Energy Policy, 57*, 160-171.

Cascio, J., & Plant, E. A. (2015). Prospective moral licensing: Does anticipating doing good later allow you to be bad now? *Journal of Experimental Social Psychology, 56*, 110-116.

Kreps, T. A., Laurin, K., & Merritt, A. C. (2017). Hypocritical flip-flop, or courageous evolution? When leaders change their moral minds. *Journal of Personality and Social Psychology, 113*, 730-752.

> ** Annotated Bibliography due Wed 10/26 by 8 PM **
>
> Upload .docx to Moodle. Please name file: Lastname_Bibliography.docx

*Week of 10/31 (week 10): Moral Character and Identity

Tannenbaum, D., Uhlmann, E. L., & Diermeier, D. (2011). Moral signals, public outrage, and immaterial harms. *Journal of Experimental Social Psychology, 47*, 1249-1254.

Uhlmann, E. L., Zhu, L., & Diermeier, D. (2014). When actions speak volumes: The role of inferences about moral character in outrage over racial bigotry. *European Journal of Social Psychology, 44*, 23-29.

Inbar, Y., Pizarro, D. A., & Cushman, F. (2012). Benefiting from misfortune: When harmless actions are judged to be morally blameworthy. *Personality and Social Psychology Bulletin, 38*, 52-62.

Strohminger, N. & Nichols, S. (2015). Neurodegeneration and identity. *Psychological Science, 26*, 1469-1479.

*Week of 11/7 (week 11): Development & Altruism

Hepach, R., Vaish, A., & Tomasello, M. (2012). Young children are intrinsically motivated to see others helped. *Psychological Science, 23*, 967-972.

Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science, 311*, 1301-1303.

Aknin, L. B., Hamlin, J. K., & Dunn, E. W. (2012). Giving leads to happiness in young children. *PLoS One, 7*, e39211.

Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature, 405*, 557-560.

Olson, K. R., & Spelke, E. S. (2008). Foundations of cooperation in young children. *Cognition, 108*, 222-231.

Fehr, E., Bernhard, H., & Rockenbach, B. (2008). Egalitarianism in young children. *Nature, 454*, 1079-1083.

Schäfer, M., Haun, B. M., & Tomasello, M. (2015). Fair is not fair everywhere. *Psychological Science, 26*, 1252-1260.

*Week of 11/14 (week 12): Social (in)Justice: Sexism, Racism, Protest

Cooley, E., Lei, R., Brown-Iannuzzi, J., & Ellerkamp, T. (2019). Personal prejudice, other guilt: Explicit prejudice toward Black people predicts guilty verdicts for White officers who kill Black men. *Personality and Social Psychology Bulletin, 45*, 754-766.

Hodson, G., & MacInnis, C. C. (2017). Can left-right differences in abortion support be explained by sexism? *Personality and Individual Differences, 104*, 118-121.

Roberts, D. E. (1995). Race and the new reproduction. *Hastings Law Journal, 47*, 935-949.

Monroe, A. E., Wyngaarden III, J. B., & Plant, E. A. (2021). "They should have followed the rules": Trade-offs between fairness and authority values predict judgments of social justice protests. *Social Psychological and Personality Science, 12*, 471-478.

Week of 11/21 (week 13): Exploring Current Events

Readings TBD

** No class on Thu 11/24 (Thanksgiving Break) — no follow-up reading response required this week **

** Draft of Research Paper due Mon 11/21 by 8 PM **
Upload .docx to Moodle. Please name file: Lastname_Draft.docx

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*Week of 11/28 (week 14): Artificial Intelligence

Coekelbergh, M. (2010). Moral appearances: Emotions, robots, and human morality. *Ethics and Information Technology, 12*, 235-241.

Lin, P., Bekey, G., & Abney, K. (2009). Robots in war: Issues of risk and ethics. *Ethics and Robotics*, 49-67.

Sharkey, A. & Sharkey, N. (2012). Granny and the robots: Ethical issues in robot care for the elderly. *Ethics and Information Technology, 14*, 27-40.

Bonnefon, J. F., Shariff, A., & Rahwan, I. (2016). The social dilemma of autonomous vehicles. *Science, 352*, 1573-1576.

Awad, E., Dsouza, S., Kim, R., Schulz, J., Henrich, J., Shariff, A., ... & Rahwan, I. (2018). The moral machine experiment. *Nature, 563*, 59-64.

Waytz, A., Heafner, J., & Epley, N. (2014). The mind in the machine: Anthropomorphism increases trust in an autonomous vehicle. Journal *of Experimental Social Psychology, 52*, 113-117.

> ** Peer Review Feedback due Wed 11/30 by 8 PM **
> Email files to me. Please name files: Lastname_Comments1.docx and Lastname_Comments2.docx

Week of 12/5 (week 15): Research Presentations on Tue 12/6 and Thu 12/8

(No more readings or reading responses!)

> ** Final, Revised Research Paper due Wed 12/14 by 8 PM **
> Upload .docx to Moodle. Please name file: Lastname_Final.docx

ACCOMMODATIONS AND WELL-BEING

I am committed to creating an accessible and inclusive class environment where all students can fully participate and succeed. I will post all assignments to Moodle at least two weeks (and usually longer) before they are due.

If you know you have a disability that affects your learning, please contact Shammah Bermudez in Disability Services (disabilityservices@macalester.edu). Please also email me so we can work together to ensure your accommodations and needs are being met. It is important for this to happen as early in the semester as possible, to ensure that your accommodations are implemented early on. Further information about disability services and accommodations is available at: http://www.macalester.edu/disabilityservices

I encourage you to make your well-being a priority throughout this semester and your career at Macalester. Investing time into taking care of yourself will help you more fully engage in and benefit from your academic experience. Beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you increase your well-being and remain resilient. If you are having difficulties maintaining your well-being, please don't hesitate to reach out to me or to find support from reach out to one of the resources listed on Macalester's Health and Wellness Resource guide.

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is the presentation of others' thoughts, ideas, or words as your own. Plagiarism can be blatant, such as directly copying other's words, or it can be subtle, such as failing to properly cite another's ideas. Either way, plagiarism violates Macalester College's expectation that all members of the community act with academic integrity. If you are unsure about citations, wording, or similarity of structure, please meet with me to discuss these issues; I can help you make sure that you are citing and paraphrasing appropriately. If I have any reason to suspect your integrity in this class, I will contact you. After that meeting, I will determine what further steps are appropriate, and I may refer you to the Director of Academic Programs, who will determine additional consequences. If you have questions, please contact me or refer to this site: http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/